

Progression in ICT

Information – Digital Research

Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> • Use and explore appropriate buttons, arrows, menus and hyperlinks to navigate teacher selected web sites and other sources of stored information. • Using key words search a specific resource for information, e.g., Espresso and other websites, under the guidance and supervision of an adult. • Locate specific, teacher defined, age appropriate websites through a favourites menu and /or by typing a website address (URL) into the address bar in a web browser. • Begin to evaluate web sites by giving opinions about preferred or most useful sites. • Know what to do and who to tell if they see something inappropriate on a website, e.g., how to minimise a screen, turn the monitor off, use back buttons to return to the home page so that they can keep safe, according to school's eSafety policies and procedures. 	<ul style="list-style-type: none"> • Use a range of child friendly search engines to locate different media, e.g., text, images, sounds or videos. • Evaluate different search engines and explain their choices in using these for different purposes. • Develop key questions and key words to search for specific information to answer a problem, e.g., a question such as 'Where could we go on holiday?' would become a search for 'holiday destinations'. • Consider the effectiveness of key questions on search results and refine where necessary. • Use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g., cross checking with different websites or books. • Use appropriate tools to save and retrieve accessed information, e.g., through the use of favourites, history, copy/paste and save as. • Identify whether a file has copyright restrictions and can be legally downloaded from the internet then used in their own work. • Identify and cancel unwanted advertising, pop-ups and potentially malicious downloads by using the task manager function and NOT through buttons on the pop-up window, or the cross in the right hand corner. • Know how to temporarily allow useful pop-ups from a website. 	<ul style="list-style-type: none"> • Choose to use the internet when appropriate as a tool for independent research, e.g., gathering text, images, videos and sound as resources to use in their own work. • Develop use of more advanced searching techniques, e.g., searching for a phrase using quotation marks to locate precise information. • Choose the most appropriate search engine for a task, e.g., image search, search within a specific site or searching the wider internet. • Use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g., using different keywords, skim-reading to check relevance of information, cross checking with different websites or other non ICT resources. • Distinguish between fact and opinion and make informed choices about the sources of online information used to inform their work. • Use their knowledge of the meaning of domain names and common website extensions, e.g., .co.uk, .com, .ac, .sch .org, .gov, .net, to validate. • Develop skills to question where web content might originate from and understand that this gives clues to its authenticity and reliability, e.g., by looking at address, author, contact us sections, linked pages. • Be able to create and use folders within lists of bookmarks or favourites to organise content. • Identify how copyright restrictions can affect how a file can be used in their own work, e.g., those produced under Creative Commons Licensing.

Information: Data Handling

Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> • Develop classification skills by carrying out sorting activities (practically and on the IWB) which may include the use of online Carroll or Venn diagrams. • Use simple graphing software to produce pictograms and other basic tables or graphs. • Use graphing software to enter data and change a graph type, eg. Pictogram to bar chart. • Interpret and draw conclusions from graphs, discuss information contained and answer simple questions. • Sort and classify a group of items by asking simple yes / no questions. This may take place away from computer, e.g., a 'Guess Who' game. • Use a branching database program, where appropriate, to sort and identify items. • Use basic search tools in a prepared database to answer simple questions, e.g., how many children have brown hair? • Save, retrieve and edit their work. 	<ul style="list-style-type: none"> • Create frequency diagrams and graphs to answer questions. • Create and use a branching database to organise and analyse information to answer questions. • Begin to identify what data should be collected to answer a specific question. • Collect data and enter it into a database under appropriate field headings. • Use a database to answer straightforward questions by searching, matching and ordering the contents of a single field. • Based on the data collected, children should raise their own questions and translate them into search criteria that can be used to find answers to specific questions. • Compare different charts and graphs, e.g., in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for different purposes. • Select and use the most appropriate method to organise present, analyse and interpret data. 	<ul style="list-style-type: none"> • Construct, refine and interpret bar charts, scatter graphs, line graphs and pie charts. • Design questions and perform complex searches using key words, to search a large pre-prepared database looking for relationships and patterns, e.g., data on the internet; census data. • Check the reliability of the data; identify and correct inaccuracies. • Solve complex enquiries involving selecting, processing and presenting data; drawing conclusions from their work, e.g., is there a relationship between minibeast habitat and diet? • Design a data capture form, e.g., a questionnaire or table to collect information to answer a specific question. • Search data according to more than one criterion. • Present data to a specified audience and display findings in other software, eg. through presentation software.